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ANNUAL REPORT

OF

THE COLLEGE

OF CHARLESTON

TO THE

GENERAL ASSEMBLY

July 1, 1981 to June 30, 1982



**PRINTED UNDER THE DIRECTION OF THE
STATE BUDGET AND CONTROL BOARD**

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July 1-December 31, 1981

EDWARD M. COLLINS, JR.
President

EDWARD M. COLLINS, JR.
President

President

JOHN M. BEVAN
Vice President, Academic Affairs

Vice President, Academic Affairs

CERMETTE CLARDY

CERMETTE CLARDY
Vice President, Institutional Advancement

THOMAS HAMEY

THOMAS HAMBY
Vice President, Administration

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GEORGE HABORAK
Vice President, Student Affairs

Vice President, Student Affairs

ANTHONY J. MEYER
Vice President, Alumni Affairs

VERNON C. RIVERS

VERNON G. RIVERS
Vice President, Institutional Research

Vice President, Institutional Research

J. FLOYD TYLER
Vice President, Business Affairs

PRESIDENT'S OFFICE

PRESIDENT'S OFFICE

Edward M. Collins, Jr. *President*

Roy I. Jones *Director of Human Relations*

J. Eric Forsberg *Internal Auditor*

ACADEMIC AFFAIRS

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Charles E. Matthews *Assoc. Dean of Graduate Studies for*

Graduate Education

John R. Dempsey *Dean of Undergraduate Studies*

Ralph Melnick *Acting Director of Libraries*

Calvin Jackson Registrar

Paul C. Fisher *Asst. Vice President, International Studies*

..... and Governor's School

Sue Sommer *Dean of Continuing Education*

and Community Service

Paul Hamill *Asst. to Vice President for Faculty*

Research and Grants

INSTITUTIONAL ADVANCEMENT

Cermette Clardy *Vice President for Institutional Advancement*
Vanessa Turner *Assistant to the Vice President for
Institutional Advancement*
Lindsey Hale *Director of Development*
Frederick W. Daniels *Dean of Admissions*

ADMINISTRATION

Thomas Hamby *Vice President for Administration*
Jerry J. Nuss *Assistant Vice President, Personnel*
Arthur Seabrook *Chief of Campus Security*

STUDENT AFFAIRS

George E. Haborak *Vice President for Student Affairs
and Dean of Students*
Jerry Sanders *Director of Athletics*
Robin L. Hardin *Director of Student Activities*
Charles Post *Director of Health Services*
Robert Marlowe *Director of Residence Life*
John E. Burns *Director of Financial Aid*
John E. Huss *Campus Minister*
Frank D. Van Aalst *Dean of Career Development
and Placement*
Ellenor M. Mahon *Director of Counseling*
Thomas S. Gibson *Director of College Skills Lab*

ALUMNI AFFAIRS

Anthony J. Meyer *Vice President for Alumni Affairs*

INSTITUTIONAL RESEARCH

Vernon G. Rivers *Vice President for Institutional Research*
Paul Smith *Director of Computer Services*
Monica R. Scott *Director of Planning*

BUSINESS AFFAIRS

J. Floyd Tyler *Vice President for Business Affairs*
Joseph E. Bolchoz, Jr. *Assistant Vice President, Comptroller*
Joel Lake *Assistant Vice President, Management*
David Sadler *Assistant Vice President, Purchasing*
W. H. Sandeford *Director of Physical Plant*
Nicky Pappas *Bursar*
Ralph Conrad *Bookstore Manager*

EXECUTIVE OFFICERS OF THE ADMINISTRATION

January 1-June 30, 1982

EDWARD M. COLLINS, JR.
President

HUGH HAYNSWORTH
Acting Vice President, Academic Affairs

CERMETTE CLARDY
Vice President, Institutional Advancement

THOMAS HAMBY
Executive Assistant to the President

GEORGE HABORAK
Vice President, Student Affairs

ANTHONY J. MEYER
Assistant to the President, Alumni Affairs

VERNON G. RIVERS
Vice President, Administration & Institutional Research

J. FLOYD TYLER
Vice President, Business Affairs

PRESIDENT'S OFFICE

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Roy I. Jones	<i>Director of Human Relations</i>
J. Eric Forsberg	<i>Internal Auditor</i>
Thomas Hamby	<i>Executive Assistant to the President</i>
Anthony J. Meyer	<i>Assistant to the President</i> <i>for Alumni Affairs</i>

ACADEMIC AFFAIRS

Hugh Haynsworth	Acting Vice President, Academic Affairs
John R. Dempsey	Dean of Undergraduate Studies
David Cohen	Director of Libraries
Calvin Jackson	Registrar
Paul C. Fisher	Asst. Vice President, International Studies and Governor's School

Sue Sommer *Dean of Continuing Education
and Graduate Studies*
Paul Hamill *Assistant Vice President, Faculty
Research and Grants*

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Thomas S. Gibson *Director of College Skills Lab*

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& Institutional Research*
Paul Smith *Director of Computer Services*
Monica R. Scott *Director of Planning*
W. H. Sandeford *Director of Physical Plant*
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Joel Lake *Assistant Vice President, Management*
David Sadler *Assistant Vice President, Purchasing*
Nicky Pappas *Bursar*
Ralph Conrad *Bookstore Manager*

PUBLICATIONS

The following documents are publications of the College:

The College of Charleston *Bulletin* (the College course catalog)

The College of Charleston *Student Handbook*

The College of Charleston *Graduate Programs in Elementary Education and Marine Biology*

The College of Charleston *Evening School Program* (The Center)

The College of Charleston *Summer Program and Maymester*

The College of Charleston *Directory* (addresses and telephone numbers)

Student Publications: The Comet (yearbook), *The Meteor* (newspaper), *The Miscellany* (literary magazine)

The College of Charleston *Newsletter* (for the Alumni and Friends of the College)

Invitation to Excellence (general information pamphlet)

Speakers Bureau brochure

Options, from Career Development

STATUTORY AUTHORITY

By Section 10 of Part III of an Act bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No. 353 of 1969 (Trustees).

THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of sixteen members, appointed by the Governor of the State of South Carolina with the advice and consent of the South Carolina Senate. Each of the sixteen judicial districts of the State is represented by one member of the Board. The official title of the Board is the South Carolina State College Board of Trustees.

SOUTH CAROLINA STATE COLLEGE BOARD OF TRUSTEES

Joe E. Berry, Jr., *Chairman*

F. Mitchell Johnson, *Vice Chairman*

John E. Johnston, Jr., *Vice Chairman*

Fitz-John C. McMaster, *Vice Chairman*

D. D. Caughman, *Secretary*

James A. Rogers, *Chairman Emeritus*

Term Ending June 30, 1983

Dr. Ashriel I. Mose, Orangeburg, S. C.	1st Judicial Circuit
Edward S. Erwin, III, Sumter, S. C.	3rd Judicial Circuit
Joe E. Berry, Jr., Columbia, S. C.	5th Judicial Circuit
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F. Mitchell Johnson, Charleston, S. C.	9th Judicial Circuit
D. Don Caughman, Lexington, S. C.	11th Judicial Circuit
John E. Johnston, Jr., Greenville, S. C.	13th Judicial Circuit
Alex M. Quattlebaum, Florence, S. C.	15th Judicial Circuit

Term Ending June 30, 1985

Thomas W. Weeks, Barnwell, S. C.	2nd Judicial Circuit
Allard A. Allston, Darlington, S. C.	4th Judicial Circuit
Fitz-John C. McMaster, Winnsboro, S. C.	6th Judicial Circuit
Martha W. Barnette, Greenwood, S. C.	8th Judicial Circuit
Sara V. Liverance, Anderson, S. C.	10th Judicial Circuit
Peter D. Hyman, Florence, S. C.	12th Judicial Circuit
Philip Lader, Hilton Head, S. C.	14th Judicial Circuit
Eleanora R. Richardson, Union, S. C.	16th Judicial Circuit

HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785. In 1794, the first degrees were conferred and in 1837, it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in this country's political history include Mendel J. Davis, U. S. Congressman; James B. Edwards, Governor of South Carolina and U. S. Secretary of Energy; John C. Fremont, explorer and Presidential Candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U. S. Senator; L. Mendel Rivers, U. S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made contributions in other fields of endeavor include Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice-President of the International Finance Corporation; Dr. Webb E. Haymaker, senior Scientist and Director, Life Sciences, NASA; Wendell M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsythe Sherfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970 the College of Charleston became part of the higher education system of the State of South Carolina and has entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 45; the enrollment from 1,040 to 5,136; the faculty from 52 to 215; the course offerings from 300 to 1,013; and the staff from 72 to 400.

The College's accreditation was reaffirmed in 1975 by the Southern Association of Colleges and Schools. It is an equal opportunity institution.

PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well balanced higher education program within the reach of all qualified students in the region and the state. Although every county in the state is represented in its student body, the great majority are from the commuting area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost comparable to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the Arts and Sciences on the undergraduate level. Post-graduate programs will be restricted to the Master's degree level and limited to carefully chosen and developed fields of local need. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the low-country area. Recent figures indicate some success in this endeavor although the percentage of high school graduates who are able to attend a four-year senior institution is still higher elsewhere in the state.

The enrollment growth in the past 12 years provides a measure of the success in this massive undertaking. The continued status during this period as one of the fastest growing South Carolina senior colleges in a time when many colleges were dealing with decreases in enrollment indicates that the College still does not have all the facilities and resources necessary to serve all of the low-country citizens and the students enrolled.

At its bimonthly meeting held in Florence, S. C., on Wednesday, January 16, 1974, the State College Board of Trustees approved the following Statement of Purpose for the College of Charleston:

"As a General Purpose College:

To provide a comprehensive program in the arts and sciences, and such complementary programs as education and business administration, leading to the baccalaureate degree for students whose prior academic training and performance indicate the potential for success at the College of Charleston.

To provide programs leading to the Master's degree which are consistent with the geographical location and the resources of the College of Charleston and the needs of the state and the community.

To provide a comprehensive program of continuing education and cultural, social and recreational services for residents of the low-country and the state, insofar as these services are consistent with the

College's primary academic purpose. To afford to the state and community the advantages and benefits of the professional expertise of its faculty to the extent feasible and appropriate to an institution of higher learning.

To encourage research and insofar as possible to provide an environment within which faculty members may make a contribution to the search for knowledge."

Consistent with the aims of its mission statement, the College annually undergoes a goal-setting process, establishing goals and specific objectives for the upcoming year. This process involves the administration, the departmental chairpersons, the faculty and the staff. The goals and objectives for the academic year 1981-82 were as follows:

A. STRESSING THE PRIMACY OF QUALITY EDUCATION

1. by improving the quality and quantity of library holdings for both research and instructional support purposes
2. by renewing efforts to encourage improvement and innovation in teaching and exploring the possibilities for creating a teaching improvement center at the College
3. by pursuing more outside funding for instructional programs and research, particularly those of an interdisciplinary nature, and publicizing successful faculty development projects
4. by implementing the procedures defined for evaluating the performance of administrative staff
5. by expanding further approaches to study abroad both for students and faculty, and expanding efforts to increase the international dimension of our curriculum
6. by formalizing the links between students and faculty advisors, and implementing a system of mid-term grade reporting which is tied closely to student advising
7. by developing special arts programs, summer institutes, conferences and meetings which will enrich the academic program at the College
8. by encouraging an increase in the number of students and faculty participating in tutorials, directed study, and independent study
9. by increasing and improving the equipment pool and educational media holdings of the Learning Resources Center

B. STRESSING A MORE PERSONAL COLLEGE

1. by insisting that all employees of the College deal with students and the public in a responsive, energetic, and affirmative fashion

2. by improving campus communication, both within the student body and among faculty and staff
3. by continuing to expand the awareness on the part of faculty and staff of the College's concern for minority affairs and the need to recruit more minority faculty, minority staff, and minority students
4. by introducing a host family and peer advisor program for foreign students and adding a counselor for foreign students to the staff
5. by instituting a staff development program utilizing our own educational offerings as well as workshops and institutes designed to improve employee performance, attitude, and demeanor

C. STRESSING THE COMMUNITY SERVICE ROLE OF THE COLLEGE

1. by working closely with the Educational Opportunity Centers to encourage able students to transfer from two year programs to the College of Charleston
2. by offering orientation sessions and evening courses at off-campus locations to encourage adults in the community to return to school
3. by offering closed circuit and public television courses to enhance the alternatives for adults in the community as well as current College of Charleston students
4. by continuing to develop and refine a non-credit Continuing Education program which meets the needs of the community
5. by identifying "cluster courses" which would serve as vocationally oriented degree components to encourage adults to continue their education
6. by cooperating with other agencies and professional groups to identify the continuing education needs of the citizens of the Charleston area to develop and publicize the educational opportunities to meet these needs
7. by improving relations with local high schools, particularly teachers, as a way of attracting their ablest students

D. STRESSING THE IMPROVEMENT OF THE MANAGEMENT AND FINANCIAL POSITION OF THE COLLEGE

1. by implementing a systematic, participative budgetary process which will allocate resources in accordance with agreed upon institutional objectives

E. STRESSING THE CONTINUED DEVELOPMENT OF THE COLLEGE CAMPUS

1. by beginning construction of the Science Center, Second Increment

2. by extending the underground utilities system
3. by continuing site development work
4. by purchasing property and beginning construction of a dormitory/cafeteria
5. by completing necessary renovations
6. by purchasing facilities currently leased
7. by renovation of the old gym

ACADEMIC AFFAIRS

For Academic Affairs, the 1981-82 academic year has been both a time of transition and a period for sharpening the focus of our academic program. The transition was occasioned by the departure in January of the College's Academic Vice-President, his replacement by an Acting Vice-President during the spring semester, and the appointment of a new Provost/Dean of the Faculty in May. The arrival of the new Provost, in turn, has occasioned some changes in organizational structures and staffing patterns, which are currently in process.

Just as important as the changes in personnel, however, is the effort to sharpen and tighten the focus of the academic program. The College of Charleston is not immune to the social and environmental changes taking place around it. Like most sensitive institutions of higher learning, it is aware that the 1980's are not the 1960's, and that program expansion on a large scale is not likely to occur in today's economic climate. In this context, the College chose to focus its efforts in 1981-82 — and plans to focus in the foreseeable future — on those aspects of its program which are closest to the core of its mission, and through which it can best serve the citizens of South Carolina. Those aspects are teaching, research, and community service; in essence, the transmission of knowledge, the production of knowledge, and the employment of knowledge in service to the community from which the institution draws its support. These three elements have been pursued with a renewed awareness of the need for improved planning and management in a time of economic austerity.

Teaching

The core activity of any liberal arts college is teaching. For years the College of Charleston has had a well-earned reputation for excellence in undergraduate teaching. In recent years four of its faculty have been selected as Danforth Associates, an honor generally regarded as the most significant national recognition of teaching excellence. A renewal of its commitment to teaching excellence at the College of Charleston was shared in 1981-82 by all academic departments. In the words of the Psychology Department Chairman, "Teaching continues to be the major activity of the Department . . . (this year). A major up-dating of the

department's instructional program was carried out. Some of these changes were made to reflect current trends in psychology (e.g., a greater emphasis on cognitive processes), and others were made to guide the student better in his selection of the proper sequence of psychology courses."

1981-82 was an especially productive teaching year for the Department of Biology. With justifiable pride, that department's chairman was able to note the following:

The Department of Biology made an all-out effort to furnish effective teaching, keeping constantly in mind the goal of academic excellence at the College of Charleston. A faculty of 14 Ph.D.'s conducted lectures, seminars, and directed special problems course research in 24 different advanced undergraduate courses. It is particularly noteworthy that the departmental staff conducted special advanced research for undergraduates in the department's courses in special problems. During the spring of 1982 there were 16 students enrolled in these special problems courses.

During the summer of 1981 we instituted a Marine Biology Summer Program at Grice Marine Biological Laboratory. This program, directed primarily toward undergraduate biology majors, included courses in Marine Biology, Biology of the Crustacea and a Pre-College Teachers' Workshop in Marine Biology. From all indications, the course in the Biology of the Crustacea was outstandingly received. The course was organized by Dr. Biernbaum as a true consortial effort with lectures presented by Drs. Biernbaum and Chamberlain of the College and by Drs. Elizabeth Wenner, James Bishop and Paul Sandifer of the Marine Resources Research Institute. It is our hope that this course and a similar course on the biology of the Mollusca can be organized for the summer 1983.

The Biology Department continued to provide all of the instruction for the Charleston Higher Education Consortium Graduate Program in Marine Biology. In addition to providing the teaching faculty for this program, our faculty served as thesis research directors for most of the graduate students and the College provided financial support for the students in the form of teaching assistantships awarded through the Biology Department.

Dr. Wiseman provided an Elderhostel course on the Ecology of the Low-Country and this non-credit course was popular enough to be repeated this summer during the Spoleto festival.

Dr. Steven Vogel, Professor of Zoology at Duke University, was our Science Seminar Series speaker this year. His lectures on biomechanics were well attended by both students and the general public.

An important element of this teaching emphasis in 1981-82 was to ensure that the teaching efforts of all departments were well-coordinated. Several departments made efforts to increase the scope of their programs to benefit students in all of the College's majors. The English Department is an excellent case in point. That Department's chairman described 1981-82 as a year in which his faculty continued, "... to work toward improving the writing abilities of all students, regardless of discipline, through a variety of developmental, standard, and advanced composition courses." In citing specifics, he referred to the following:

We continue encouraging faculty members in all disciplines to insist upon clear, correct, well-organized writing.

Our Writing Laboratory has been substantially expanded and continues to provide a vital service to those with writing deficiencies. Staffed by four faculty members and seven students during the fall semester, the Lab was visited on 830 occasions by 268 students. In the spring, three faculty members and nine students saw 176 students for a total of 471 visits. Each of these figures indicates a marked increase over last year's.

The director of the Writing Laboratory planned and coordinated a series of workshops on basic writing skills, paragraph development, the writing of essay exams, resume writing, and business communications. Twenty-three such workshops were scheduled for the fall semester and eight during the spring.

The College's Honors Programs also serviced students from a wide variety of disciplines. Operating on a budget lower than that of the previous year, the Honors Program offered three more courses and serviced the needs of nearly twice as many Honors Program students. Faculty teaching in the program was provided by nine academic departments, evidenced in the Program Director's words, "... that the Honors Program is a college-wide program. Moreover, it is noteworthy that because of their team-taught, interdisciplinary emphasis, Honors Program courses are some of the most innovative courses being offered at the College of Charleston."

Effective, creative teaching is at the heart of the College of Charleston's mission. It is gratifying to see that 1981-82 was a year in which this important activity prospered and flourished.

Research

Research — the production of knowledge — plays a vital role even in a teaching-oriented institution like the College of Charleston. In such a setting, research is important not only for its own sake, but for the contributions it can make to effective classroom instruction.

Faculty research at the College of Charleston takes many forms. During the 1981-82 academic year college faculty produced over two hundred and fifty publications and professional presentations. Articles appeared in a variety of scholarly journals, and papers were delivered at the major national and regional meetings of each represented discipline. The Political Science Department's record was a good example: in a department of seven full-time faculty members, there were thirteen articles published, fourteen professional papers presented, and five books readied for publication. Other departmental activities, in the words of the Political Science Chairman, included, "... Chairing of seven panels at professional meetings; the awarding of six grants to individual department members; nominations of members for both the Distinguished Research and Distinguished Teaching awards; offices for three members on the executive committees of the South Carolina Historical Society, The South Carolina Political Science Association, and the South Carolina AAUP.

Community Service

No college or university can prosper without the generous support of numerous benefactors. In a public college, those benefactors are the taxpayers of the state in which the institution is located. The College of Charleston takes its debt to South Carolina's taxpayers very seriously, and endeavors each year to provide community service programs which are consistent with our educational mission. 1981-82 was a banner year for community service at the College of Charleston. During the year, the Community Outreach division of the Office of Continuing Education hosted a series of programs, lectures, and meetings which made the facilities and expertise of the College available to over two thousand persons from the Charleston area and around the state. Included were such diverse activities as Stress Management Workshops for executives; Continuing Legal Education Seminars for Members of the South Carolina Bar Association; the Hugh O'Brien Youth Foundation Leadership Seminar; and a Charleston Black Arts Festival.

Another activity sponsored by the Outreach Division was the *Elderhostel* program. The College's Director of Outreach Programs described *Elderhostel*:

Elderhostel is a residential, non-credit, academic program which brings a group (35-50) of older citizens (participant or spouse must be 60 or over) to the campus of a college or university for one week. Participants live in college housing and eat in the dining hall with other college students. Courses are taught by regular faculty and are designed by the institution to draw upon its particular strengths and unique resources. Nationally, ELDERHOSTEL is incorporated as a

non-profit organization in Boston, where a fully computerized registration and administrative office serves the United States and Canada. Since 1975, ELDERHOSTEL has grown from an enrollment of 22 participants to nearly 50,000 in 1982. The College of Charleston offered its first ELDERHOSTEL program during 1981 Maymester for 35 senior citizens from nine states, including California, New York, and Florida. This year the office of Outreach Programs has assumed Directorship of ELDERHOSTEL for the State of South Carolina, and is responsible for recruiting and reviewing new and existing programs throughout the State, along with representing South Carolina to the national organization. Since 1980, the number of colleges participating in South Carolina has grown from one to six, and plans are being formulated to organize a State-wide ELDERHOSTEL association to better serve the rapidly increasing demand for its programs. Last year, the College of Charleston had to turn away seven applicants for every one registered, and word from the national office is that the demand for our offerings looks even heavier this year. They note, in fact, that ELDERHOSTEL at the College of Charleston is one of the most popular programs in the country. During the last week of May 1982, the College enrolled 50 Elderhostelers in three courses taught by regular College of Charleston faculty.

One of the best services the College can provide is the support and counseling necessary to assist adults with the sometimes-traumatic experience of returning to the classroom. The Director of Adult Advising described how this service was provided during 1981-82:

The Center for Continuing Education provides academic advisement to adult students who are returning to the College. Some of these students are degree candidates who will require extensive advisement in order to make appropriate course selections. Others are returning for specific courses of study which will not be used to fulfill degree requirements, but for which they need advisement nonetheless. Although most of the advising for adult students is handled by staff in the Center for Continuing Education, one faculty member in each academic department has been identified who will serve as a "re-entry advisor" for adult students who have questions about a particular area of study that are beyond the expertise of the Continuing Education staff.

Prior to each major semester, a series of six orientation sessions was held dealing with topics of interest to adult students returning to college. The topics covered were: Getting Started in College, Mid-Life Career Planning, Women Returning to Work and Education,

Financial Aid for the Returning Student, Finishing Your Degree, and Math and English Placement Tests. Approximately 500 students were served through these orientation sessions during the 1980-81 and 1981-82 years.

Another feature of the orientation program for adult students was Discovery Night. Offered once prior to each major semester, Discovery Night served adult students and prospective adult students by bringing them together with academic advisors, career counselors, financial-aid advisors, representatives from each academic department, and others involved in student support services. At Discovery Night an adult student can receive general academic advisement; discuss specific course selections with departmental representatives; complete registration; have an I.D. card made; and purchase books all in one evening. Approximately 500 students attended Discovery Night during the 1980-81 and 1981-82 academic years.

Many students also sought individual appointments for advisement through the Center for Continuing Education. In order to accommodate adults who are employed during working hours, evening hours were added to the Continuing Education schedule and a professional staff member was available four nights a week for advisement of adult students. During the current fiscal year (July 1, 1981-June 30, 1982) I have seen 286 adult students for scheduled advisement appointments. Numerous others drop in for advisement with no scheduled appointment and usually are accommodated.

The Adult Student Handbook was developed to provide information for adult students that did not exist in print form heretofore. The handbook addresses the questions most frequently asked by adult re-entry students. It is particularly important for adult students to have such printed material available because often an adult will come in for an advisement session or attend an advisement seminar but will not actually make the decision to return to college at that moment. Frequently, one or two semesters may pass before the adult actually makes the commitment and rearranges his or her life in order to accommodate the return to college.

Not all community service programs are the responsibility of the Office of Continuing Education. A number of academic departments have assumed responsibility for providing community service which is directly related to their disciplines. The Chairman of the Mathematics Department, for example, had this to say about his Department's sponsorship of the Annual Math meet, the Math Film Festival, and the South Carolina All Star Math Team:

Approximately 600 students and teachers from 60 high schools in South Carolina, North Carolina, Georgia, and Florida met at the

College of Charleston in February for the 1982 Math Meet. The competition was sponsored by the Mathematics Department and the Pi Mu Epsilon Society. Sixteen members of the Mathematics Department, a number of science faculty, and over thirty members of Pi Mu Epsilon participated in the activities. The attendance was down about 20% from last year due to snow in the upstate.

For the fourth year, the Mathematics Department conducted a Mathematics Film Festival in April. The festival is open to students and the public and seems to draw most of its audience from local high schools. While the Mathematics Department enjoys sponsoring the festival and feels it has a responsibility to provide innovative educational opportunities to the community, rising costs of film rentals and an apparent lack of interest by College of Charleston students may force us to drop the festival.

Two invited speakers presented seminars to students and faculty from the College, The Citadel, and MUSC. In the fall, Dr. Robert Taylor of the University of South Carolina gave a talk entitled "Examples and Applications of Statistics and Probability," and in the spring Dr. Tom Jech of The Pennsylvania State University gave a talk entitled "Infinite Games on Boolean Algebras."

In June of 1982, the Mathematics Department and the College of Charleston Foundation sponsored the South Carolina All Star Math Team composed of outstanding high school math students from throughout the state. The team traveled to the University of Maryland to participate in the Atlantic Regional Mathematics League Annual Meet. The team finished fifth out of 31 teams in its division.

These are but a few examples of the range of community services made available by and through the College of Charleston. Countless others could be mentioned, ranging from service on the Board of the South Carolina Lung Association to sponsorship by the Physical Education Department of the famous Cooper River Bridge Run. The activities are diverse, but through each of them runs the common fiber of an institution dedicated to serving the needs of its state and its community.

Management and Planning

There can be little doubt that the "boom years" for higher education are past, and will not be seen again for a very long time. Gone are the days of rapid physical and programmatic expansion, and gone are the days when difficult choices about priorities could be avoided in a climate where competing claims could all be satisfied. The era of the 1980's is an era where operations must be tightly managed; where institutional priorities must be clearly established; and where available resources must be allocated in a fashion that is consistent with agreed-upon priorities. During 1981-82 the College of Charleston, and specifically the Academic

Affairs division, made considerable progress toward the goal of a more tightly and efficiently run operation.

At an early fall meeting of the Academic Department chairmen, a decision was made to strengthen the College's Budget Review and Planning Committee, provide its chairman with a reduced teaching load, expand its membership, and provide it with necessary staff support. Once so constituted, this committee undertook an exhaustive study of all of the College's programs and activities (academic and otherwise) to determine ways in which the College's operations could be made more efficient and effective. The Committee's aim was to establish a long-range College plan for program development and/or program curtailment; and to recommend ways in which the actual operation of the institution could be handled more smoothly. Each department, and each element of the College's operation, was examined on the basis of three criteria:

- 1) its closeness to the essential mission of the institution
- 2) the degree to which the program, by virtue of its excellence, reflects credit on the College and
- 3) the cost-effectiveness of the program

In a year-end report to the faculty in which he described the year's labors and activities, the chairman of that committee stated that, "First semester was taken up with producing a working definition of the mission of the College, getting a clear picture of the definable 'activities' of the College, and setting these activities into priority order, i.e., the order of relative importance to the mission of the College . . . When we all felt that we were reasonably able to do so, each BRPC member assigned a priority to each activity, ranging from "1" (absolutely essential to the mission) to "4" (not contributing to the mission). Averaging individual ratings and rank-ordering the averages produced the "Master Priority List" for the College, which we had agreed would guide us in making budgetary recommendations to the President."

The work of the Budget Review and Planning Committee has largely been successful, though it has probably fallen short of that group's ambitious aspirations. At the absolute minimum, a solid foundation has been laid for the forging of closer relationships between day-to-day operational decisions and a long-range planning process.

One of the first activities of the new Provost has been to involve the College's faculty and academic staff in a planning and goal-setting process which will ultimately be tied in with the campus-wide efforts of the Budget Review and Planning Committee. Though that process is far from complete as of this writing, early efforts have led to the isolation of five discrete areas in which goals need to be set and prioritized for the next several years. These areas are curriculum, academic resources, student development, faculty and staff development, and meeting the needs of

the Charleston community. A complete recounting of all the goals for each of those areas would require more space than is available here, but it should suffice to say that the College has made a firm commitment to the use of sound management and planning practices in pursuit of its three major goals of teaching, research, and community service.

STUDENT AFFAIRS

The Division of Student Affairs at the College of Charleston is dedicated to the facilitation of the social, physical, ethical and intellectual development of all students so that they may be responsible and effective men and women.

As educators, the Student Affairs staff works to create environments, provide experiences, and teach skills which enable students to develop personal value systems, explore and build healthy inter-personal relationships, discover the responsibilities of community membership, realize their physical potential, and accept responsibility for their own development.

These goals are the basis for a student affairs curriculum which parallels and reinforces the academic curriculum. The Division recognizes that the purpose of a liberal arts education is best met when both the student affairs curriculum and the academic curriculum are strong.

The Student Affairs staff continued to give great attention to personal growth and professional development. Using structured exercises on weekend retreats with other student affairs professionals from Charleston Consortium Schools, staff members studied theories of adult development and applied these to themselves and students. These activities have increased satisfaction with self and intensified commitment to career and students at the College of Charleston. Staff development programs will be continued in the future. These efforts are supported by a grant from the Fund for Improvement of Post-Secondary Education and have received national recognition.

Student Health Services

The College of Charleston provides an on-campus Health Service to promote and maintain optimum health to students while attending the College. The service provides routine office care and the services of a physician and a nurse on a daily schedule at no charge to the student. A registered nurse is also available for evening and weekend emergencies.

Student Health Services also provides routine laboratory evaluation and dispenses medication for acute care.

The physician staff covers specialties of Dermatology, Sports medicine, Clinical pharmacology, Gynecology, Venerology, Orthopedics, and skin surgery. This enables the student body to obtain a full range of care

pertinent to the age group and life styles found at the College. Those specialties not available continue to be available in the community.

A total of 5844 patient visits were made to the Student Health Office. This yields a per visit cost of \$18.88. General medical visits in the community would cost twenty dollars, specialist visits thirty dollars and minor surgical procedures greater than fifty dollars.

Student Health Services continues to offer consultations with various college groups interested in health education and continues to maintain an emphasis on patient education with each health care visit.

Residence Halls

In the fall of 1981 the residence halls housed 1443 students. This included temporary triples in the College Lodge and in the Men's Hall. An additional 75 students were housed in Greek housing. At the beginning of the Fall Semester 1981, residence hall occupancy level was over 100%. For the seventh consecutive year there were more students desiring space in the residence halls than the College had space in which to accommodate them. A waiting list exists.

The College furnishes a bed with a mattress (twin size beds), a chest of drawers, a desk and a chair.

Residence Hall Counselors and staff working with the Director of Residence Life plan and maintain an active residence hall program. In addition, they conduct periodic inspections of rooms for sanitary and safety conditions, unauthorized property, and damages to property in order to properly maintain College facilities and to help make dormitory life pleasant and conducive to study.

A representative from the maintenance department assisted the Residence Counselors with the room inspections. This proved to be very beneficial as maintenance problems were detected much earlier and dealt with before minor problems became major expense items.

There was extensive summer usage of the dormitories to house various groups, including Spoleto performers, Governor's School students, Upward Bound students, several workshops and clinics, and regular Summer School students at the College.

Campus Minister

Under the leadership of the Campus Minister the program offered by the denominational Chaplains has experienced good and constructive growth. The Religious Activities Council continues to meet regularly throughout the school year and sponsors a number of programs such as receptions for students and offering ministerial services to College students. The Campus Minister is concerned with (1) a ministry of care, (2) a ministry of counseling, and (3) the coordination of religious activities.

Counseling

The Counseling Center provides professional counseling services to students and occasionally to faculty and staff. The goal is to appropriately and effectively meet the needs of College clientele. Most students seeking counseling have personal concerns which include difficulty in interpersonal relationships, anxiety, depression, loneliness, inadequate self-concept, and lack of self-confidence. During 1981-82, 3,044 appointments were made for counseling. This number reflects individual and group counseling sessions. Other involvements included giving lectures in psychology, education and physical education classrooms; holding workshops and lectures for groups on campus, some of which included the Panhellenic Council, Campus Crusade for Christ and Psi Chi Psychology Honor Society and giving workshops and lectures for groups in the community, including the Florence Crittenton Home, Parents Without Partners, MUSC College of Nursing, HOSPICE and the Legal Secretary Association. Members of the staff served on campus-wide committees such as Health Enrichment Week Committee, the Adult Mental Health Project and Alcohol Awareness Day Committee; and committees in the community such as the Mayor's Committee for the Handicapped and the United Way Campaign. A number of individual tests were administered this year. These included a variety of personality and interests tests, which were used in conjunction with individual and group counseling; and the College Level Examination which was given for advanced placement and credit in college level courses. Other services this year included consultation with faculty and staff; supervision of graduate students doing practicums and independent study in counseling; and serving as advisor to the Campus Crusade for Christ organization.

The Counseling Center coordinates the Mentor Program which involves 100 faculty/staff mentors and approximately 1,750 advisees. A Mentor Training Workshop was held during the fall semester for five weeks with ten faculty and staff participants. Prior to each semester, new students are advised by the mentors on minimum degree requirements, and are helped to select appropriate courses and prepare class schedules.

With a desire to continue to grow as individuals and professionals, the staff attended eighteen conferences, workshops and lectures during the past year. Some of these were national as well as local lectures/seminars given by professionals in the Charleston area.

The College Skills Laboratory

The College Skills Laboratory is an academic support program for College of Charleston students. The component parts of the CSL are the Reading/Study Skills, Writing, Mathematics, Accounting Laboratories and a Tutoring Program. The goal of the various labs is to provide

developmental instruction and individualized tutoring to aid students in their academic endeavors.

The CSL is staffed by two professional reading and study skills instructors, four part-time writing instructors, three part-time math instructors, one secretary, and fifty student assistants and individual tutors.

The College Skills Lab assisted a total of 2647 students, for a total of 6746 contacts during the 1981-82 academic year. The Reading Study Skills Laboratory received 1903 student visits; the Writing Laboratory — 1513 visits; the Accounting Laboratory — 541 visits; the Mathematics Laboratory — 2367 visits; and the Tutoring Program served 422 students.

Career Development

Career Development and Placement was created in July 1976 to bring together the services in placement, cooperative education, experience learning, and career development.

The Office of Career Development was established to address the student's need to prepare for the workworld as well as establish the relevance of a liberal arts undergirding to that preparation.

Objectives of the Office are:

- to assist individuals in forming their career goals.
- to provide career counseling, experience learning opportunities, and job placement assistance.
- to join with community leaders in assisting students in their transition from education to work.

During this sixth year of operation, the Career Development Office has moved into larger facilities and serves an increasing number of students in career counseling and workshop sessions, with the largest number seeking assistance in deciding on their major and writing resumes in preparation for graduation. An extensive library of materials on graduate education is frequently used.

The volunteer service program placements and the part time and summer job placements more than doubled in numbers and salary generated over the previous year. A 'career checkup' instrument was designed to assist students with vague career questions to identify where they need to begin in their career decision-making.

The Career Development Office assisted in a survey of graduating seniors to gather their assessment of their college experience and recommendations for improvement, as well as a survey of recent alumni to determine their employment and graduate education patterns.

The Consortium Professional Development Project, with a grant from the Fund for the Improvement of Post-Secondary Education of the U. S. Department of Education, is administered through this Office.

Student Activities

Student Organizations. Students are urged to become involved in the wide variety of student organizations at the College. Students have taken advantage of the opportunity to participate in activities that ranged from dramatics and music to debates, lectures and field trips.

The College had a total of 60 active groups on campus, as well as the Student Government Association.

Members of the faculty, appointed by the College administration, act as advisors to various groups. The Director of Student Activities is responsible for coordinating the scheduling of the activities of the organizations, providing advice and guidance on budgetary matters, and assisting all advisors and all groups in interpreting nonacademic College policy.

This year four Student Affairs staff members coordinated a leadership development program for the officers of all College student organizations. The program consisted of a weekend retreat and follow-up seminars on goalsetting and budgeting.

Stern Student Center. For the second year, the Stern Student Center coordinated the efforts of several departments to produce Health Enrichment Week — four days of seminars, lectures, films, demonstrations and special events relating to the physical, spiritual and emotional enrichment of students. The week's program also attracted considerable community participation.

The legal assistance clinic continued to be successful with an average of four students a week receiving free advice on such matters as landlord-tenant problems and marital difficulties.

This year the Stern Student Center realized even heavier usage by the campus community — the number of events in the ballroom increased from 193 last year to 261. There were 1140 events in the four meeting rooms.

College Union Board. This was the second year that the College Union Board planned and managed programs for the social, cultural, educational and recreational needs and interests of the campus community. Thirty programs were presented in addition to those scheduled on a weekly basis. Those scheduled on a weekly basis include a noon-time free performance on Tuesdays, a coffeehouse on Tuesday evenings, and a popular movie on Sunday nights. The thirty additional programs included a Jimmy Buffett concert, a dinner theatre, the Claude Kipnis Mime, a gymnastic team and a dance with music from the 1940's.

The College Union Board repeated its Student Interest Inventory this spring to determine students' preferences for student activities. Concerts, short courses, lectures, cultural events and trips will be planned according to the results in the 1982-83 academic year.

Student Government Association. Each student who enrolls at the College automatically becomes a member of the Student Government Association. The organization is based on mutual cooperation between students, faculty and administration. The Student Government Association is made up of a legislative council in which elected class representatives participate; an executive board composed of student body officers; and a judicial branch. Only the representatives of these three branches are voting members of the SGA. The Student Government Association promotes activities on campus and cooperates in building a better College.

Honorary Societies:

Omicron Delta Kappa

Phi Kappa Phi

Fraternities:

Interfraternity Council

Alpha Phi Omega

Alpha Tau Omega

Kappa Sigma

Pi Kappa Phi

Kappa Alpha Psi

Sigma Nu

Kappa Alpha

Omega Psi Phi

Sigma Alpha Epsilon

Alpha Phi Alpha

Sororities:

Panhellenic Council

Chi Omega

Delta Delta Delta

Phi Mu

Zeta Tau Alpha

Delta Sigma Theta

Alpha Kappa Alpha

Alpha Delta Pi

Student Publications:

Publications Board

The *Comet* (yearbook)

The *Meteor* (newspaper)

The *Miscellany*

(literary magazine)

Clubs and Organizations:

Accounting Association

A. S. P. A.

Ballet and Modern Dance Club

Campus Crusade

Center Stage

Cheerleaders

Cliosophic Literary Society

Commuter Student Association

Council for Exceptional

Children

Young Democrats

English Club

Films Club

French Club

Geology Club

Healthy R.E.S.P.E.C.T.

History Club

International Club

Jazz Ensemble

Fine Arts Club

Marketing Club

National History Society

Peer Mentor Association

Philosophy Club

Physics Club

Pi Mu Epsilon

Political Science Club

Pre-Law Society

Pre-Medical Society

Psi Chi

Psychological Association

Religious Activities Council

College Republicans

Ski Club

Spanish Rap Circle

State Student Legislature

(SCSSL)

Student Union for Minority

Affairs

Union Board

Urban Studies

PRESIDENT'S OFFICE

The President's Office contains the following four areas of administrative functions:

Executive Assistant to the President

This office coordinates the general operation of the President's Office and provides assistance to the President and the State College Board of Trustees.

Internal Auditor

The College conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to ensure fiscal accountability and control as well as the most efficient and effective use of its resources.

Office of Human Relations

In compliance with Executive Order 11246 and amendments thereto, the College established an Affirmative Action Program. The Director of the Office of Human Relations serves as an Assistant to the President. The College's Affirmative Action Plan was approved by the South Carolina Human Affairs Commission in 1973. Reports are submitted to the Equal Employment Opportunity Commission, the Office for Civil Rights, Office of Federal Contract Compliance Programs, and other federal agencies as requested. Employment summaries are submitted bi-annually to the South Carolina Human Affairs Commission.

With the passage of the Education Amendments of 1972 which prohibit sex discrimination in any education program or activity receiving Federal financial assistance, and the Rehabilitation Act of 1973 which established a policy of non-discrimination for the handicapped, the Director of Human Relations was designated coordinator for activities under these laws. Added responsibility this fiscal year was the coordination of the implementation of the goals of the South Carolina Desegregation Plan.

The Office of Human Relations addresses itself to the educational and employment needs of individuals and groups affected by the above legislation. It assures complete access to the College for females, minorities, the handicapped, and Vietnam War Veterans. It identifies problem areas and recommends remedial or supportive activities to the President of the College and other persons in authority in order to establish equal opportunity for all persons.

It acts as a resource office for the special concerns of women, minorities, and the handicapped, and supports programs of interest to this constituency in the College community and on the local, state and national level.

Alumni Affairs

The Department of Alumni Affairs serves as the coordinating office between the College and its alumni. The department also works in close association with the College of Charleston Alumni Association.

The office staff maintains up-to-date addresses, cards, and files of alumni, including more than 7,000 living graduates.

The College of Charleston Newsletter is published three times during the year, and carries information about the College and its alumni to more than 8,000 persons on the department's mailing list — including administrators, alumni, faculty, friends, staff and students.

Four programs during the year provided opportunities for a Caribbean Cruise, and visits to Disney World and the World's Fair in Knoxville, Tenn.

The department assisted the College of Charleston Foundation and the Alumni Association with their programs.

Alumni were encouraged to return to the campus for Parents Weekend activities last October; for Founders Day activities in March; for Homecoming in January; for Sweetheart Saturday in February; for an annual meeting and reception in May; and for Commencement activities in December and May.

Special emphasis is placed on programs for class reunions, many of which are held during the spring Commencement weekend. Monthly gatherings of alumni, faculty, staff and students are held during the school year.

Area alumni meetings were held in Atlanta, Ga.; Columbia, S. C.; Florence, S. C.; Jacksonville, Fla.; Myrtle Beach, S. C.; and Spartanburg, S. C.

ADMINISTRATION AND INSTITUTIONAL RESEARCH

Personnel

As part of the office of the Vice President for Administration and Institutional Research, the Personnel Division's responsibilities encompass the planning, administering and supervising of personnel programs including the recruiting and record keeping for classified employees of the College. It performs all administrative employment functions for the faculty and special program personnel, formulates policies and procedures within the framework of the State Personnel Employment Directives, and insures compliance and conformity in all personnel matters. The Personnel Division maintains close liaison and coordinates all personnel matters with the State of South Carolina Personnel Division. The division coordinates the state-sponsored Blue Cross/Blue Shield Insurance Program for the College as well as the Faculty and Administrative Staff Life Insurance Program.

Classified personnel employed as of June 30, 1982, totaled 301, a decrease of 7 classified employees during the year (308 on June 30, 1981). Unclassified personnel totaled 223 as of the same date, an increase of one employee for the 1981-82 year (222 on June 30, 1982).

Public Safety

The Public Safety Division currently has one Director, one Public Safety Lieutenant, three police Sergeants, 10 Public Safety Officers, four Dispatchers and one Clerk III. Additionally, the College maintains a contract for 6-8 security guards on a 24-hour day. The Public Safety Officers are required to attend the Criminal Justice Academy for 10 weeks of Basic Training. They are commissioned State Constables with the power of arrest, and they patrol the College of Charleston Campus 24 hours a day, seven days a week. The security guards provide security coverage to four dormitories, the College Gymnasium area, and night time coverage to classroom facilities. The four Dispatchers monitor five closed circuit television cameras strategically located throughout the campus.

The Public Safety Division is responsible for the issuance of identification cards for all students, faculty and staff. It also maintains a current locator file on all students and employees for emergency situations. Public Safety also maintains the College Lost and Found.

Public Safety is constantly trying to make students and employees aware of crime prevention. This ongoing program is accomplished by newspaper articles and talking to students concerning dormitory and personal security. This approach has apparently worked since the overall trend towards crime on campus has decreased, even though the College is located in a densely populated, metropolitan area.

Telephone Services

On April 23, 1978, the College converted its telephone system to the new state division of General Services-sponsored Centrex system. This system was installed to both expand the capacity of the College's telephone system, as well as to reduce the College's overall telephone costs. This system eliminates the requirement for the College to provide its own operator services, thus achieving for the College a direct cost savings in the amount of \$40,000 per year formerly spent for operators' salaries. The new automated electronic switching system (ESS) Centrex system, now used by most state agencies in the City of Charleston, provides one central operator service instead of one operator service at each major agency. Through use of the state division of General Services-sponsored DAIN system for long distance calls, the College has been able to obtain its long distance telephone service at the most economical rates possible.

Mail Services

The College mail service employs five full-time staff members. It provides delivery of student mail within the mail distribution center as well as intra-campus mail service, and pick up and delivery of U. S. mail to all College facilities. A courier service is operated between the main campus and the Grice Marine Lab at Fort Johnson. Fiscal year 1981 postage expenses amounted to approximately \$83,476.

Institutional Research

The Department of Institutional Research is responsible for institutional planning and research and the reporting of College Management Information to external agencies. The staff plans, programs and budgets the Five-Year Capital Improvement Program, providing long-range facility planning and coordination of architects and engineers in the development of construction plans and campus site development.

Physical Facilities

The College of Charleston's main campus comprises approximately ten city blocks bounded by Calhoun, St. Philip, Wentworth, and Coming Streets. The buildings consist of Harrison Randolph Hall (the administration building), Towell Library (the original library), Maybank Hall (classroom building), Library, Central Energy Facility, Bookstore, Science Center (First Increment), Education Center, Physicians Memorial Auditorium, Fine Arts Center, Stern Student Center, Cafeteria, Men's and Women's Residence Halls (1,318 permanent beds), President's Residence, Student Health Center, Early Childhood Development Center, 60 former residences converted to Faculty and Administrative offices, a gymnasium constructed in 1939 as a WPA project, Physical Plant Repair Shops and Warehouse. The College also operates an undergraduate marine science laboratory on James Island at Fort Johnson. Nine of the former residences are being leased from the College of Charleston Foundation for Faculty and Administrative offices until they can be budgeted through the Capital Improvement Program.

The College is located in Charleston's old and historic district. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district. Extensive demolition and site clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national).

The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 sq. ft. Forty-six percent of the buildings are over 120 years old. This figure includes 8% which are over 170 years old. Seventy percent of our buildings are former residences.

This uniqueness carries with it great charm and beauty, but the distinction of the campus often obscures the problems which constantly beset the administrators who seek to effectively and efficiently operate and maintain our physical plant to serve our growing student body and mission.

The problems with the historic facilities are that they are not on the underground steam and chill water system, nor the centrally metered electrical distribution. Most are heated with natural gas directly from city service lines of SCE&G or oil fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities. These are fragile buildings, inaccessible to the physically handicapped, most of which are of wooden frame with ornate porches generally on each floor, the appearance of which must be maintained for historical purposes. They need to be upgraded to comply with electrical and plumbing code requirements. They also need to be equipped with central heating and air conditioning systems. Some have expensive slate or copper roofs. The interior and exterior walls of all these facilities need to be repaired and painted more often than the usual facilities that are found at other colleges and universities. The multi-locations cause significantly more security problems, both with respect to personal safety as well as property security. Being in an urban area with a very high crime rate, we must operate and maintain a larger security force and associated equipment.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made and a Capital Improvement Plan published. The Plan provided for the expansion of the College academic facilities at its present location; the existing buildings to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the educational, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the building of new structures "which are architecturally compatible with the old." The result "is an ambience that is at once traditional, modern and pleasing."

The College's efforts have been further recognized by the American Association of Nurserymen through their presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for an outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus. The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts (Fine Arts Center).

Construction Program 1981-82

Campus Development — This project is the continuation of efforts to provide a safe and attractive campus area for the College community. It has been accomplished in conjunction with the extension of underground fire, security, and utilities systems to College facilities south of the city street which bisects the campus. This work has allowed the placement of additional lighting along the main pedestrian areas heavily traveled by students as they pass to and from parking areas and residence halls to the dining hall, the library, the student center and the academic buildings. It has also involved alterations to assure the handicapped of accessibility to and mobility around this part of the campus.

F. Mitchell Johnson Physical Education Center — Construction on this 70,000 sq. ft. facility began in September 1980. The facility will provide academic physical education classrooms and laboratory, racquetball courts, and limited locker rooms. The new facility was designed and constructed as an annex to the old athletic center which is slated for renovation when funds become available. Completion is expected mid-August 1982.

Multi-Level Parking Garage — In cooperation with the City of Charleston, the College has under construction a four-story parking garage for 513 cars. The city is providing the land on a 99-year lease basis; the College is providing the construction funds — 1.9 million in Capital Improvement Bonds and \$1 million in revenue bonds. The City will manage the garage with revenues split on the basis of total cost (the city's basis being the assessed value of the land — \$500,000). Completion of the facility is expected in mid-October 1982.

Computer Services

During 1981-82, Computer Services experienced a 50% turnover rate and once again has had to sacrifice production to staff and train new personnel. It has been difficult to attract qualified applicants to fill the vacant positions.

Major projects completed last year include the Alumni System and Labels Data Base System.

Work is near completion on the design of a Personnel/Payroll System (Personnel portion completed first QTR of 1983).

Design and implementation of enhancements to the on-line Bookstore System should be completed by the end of October 1982. The on-line Inventory System will be completed and implemented in January 1983. The Payroll System will continue in the design stage into 1983 and implemented at the end of 1983.

Support Services

Plant operation and maintenance costs for 1981-82 totalled \$2,928,311. In addition to normal maintenance and repair work, several more extensive alteration and renovation jobs were done by both College personnel as well as contract work. The many historic frame and masonry buildings are structurally fragile and require continuous maintenance and repair. Limited funds preclude any major preventative maintenance program.

All the College's buildings are on a systematized painting schedule; work proceeded throughout the year on the scheduled facilities. Also, a continuing program of systematic replacement of sections of the underground electrical, steam, and chilled water systems supporting the campus continued.

The acquisition of additional needed facilities this next fiscal year, the upgrading of older buildings, and the required alterations by academic departments has significantly increased the workload of the Support Services Division. This, coupled with inflationary utility costs, has overburdened the entire Division's individual budgets. One hundred and sixteen people are assigned to these departments.

Motor Pool

The Motor Pool is operated as a division of the Physical Plant and totals 33 vehicles; 31 are State-owned and two are leased. Fourteen are assigned for general use, 11 to the Maintenance Department, 3 for Public Safety, 1 for Mail Service, 2 for Central Receiving, 1 for Grounds Maintenance, and 1 for the Print Shop.

INSTITUTIONAL ADVANCEMENT

The Institutional Advancement office coordinates and supervises efforts to promote and interpret the College of Charleston among all external constituencies and the general public. It assists other departments of the institution in identifying private and government agencies which offer funding for projects and programs. Its primary objective is to generate interest in and support for the College's mission of academic distinction. The Vice President for Institutional Advancement also coordinates aspects on the College's interests in State and Federal Governments.

The advancement offices, which report to the Vice President for Institutional Advancement, are the Development Office, the Office of College Relations, and the Office of Special Events. Also reporting to the Vice President for Institutional Advancement are the Offices of Financial Aid, the Office of Admissions, Office of Athletics, and the Print Shop.

College Relations aims its efforts at keeping the public informed about the College and all the services available to the community and state. News feature stories are disseminated regularly to local, state and national news media. Efforts are made to ensure timely release of newsworthy material of specific interest to selected media. The office also disseminates information to legislators, parents and alumni in an effort to keep them informed about College activities.

The College of Charleston Speakers Bureau serves the community and allows College faculty and staff to share their expertise with clubs, schools and civic organizations. A directory is distributed throughout the greater Charleston area, advising the public of possible program topics, speakers and contact procedures.

The Office of Special Events is responsible for the coordination of public relations for all cultural events, the department of fine arts, the center for continuing education and student activities; scheduling and coordinating the use of College facilities beyond the academic class use; collection, printing and distribution of the College's calendar of events; and coordination of arrangements for selected special (public) events of the College.

The Advancement staff continues to identify new support for the College, for its students, its faculty and its programs. This support is directly related to the academic direction of the institution and to its overall development. The staff maintains liaison with alumni, parents and other friends of the College, including business and industry in the Berkeley, Charleston and Dorchester area. It has established and continues to work with a Parents' Advisory Council and a College/Community Advisory Council.

Through its many functions, the Advancement office monitors the success of the College's efforts and assesses the strengths and weaknesses of its program.

Admissions

Applications for the Fall Semester of 1981 showed 2,835 total applications, and in the Fall of 1981 a total of 1,583 new students were enrolled, compared with 1,503 new students in the Fall of 1980. Of the 2,835 students who applied for admission to the College, 2,240 were accepted, 449 were denied admission, and 146 withdrew their applications before admissions decisions were made.

The visitation of secondary schools in South Carolina continued to be extensive, and visitation of privately controlled schools was continued in good numbers.

The general characteristics ascribed to the 1,017 entering freshmen are as follows:

Average verbal and mathematical scores on the SAT were 468 and 486 respectively.

Seventy-nine percent were from the upper half of their high school classes.

Sixty percent were in the top 30 percent of their classes.

Forty-six students were graduated first or second in their senior class in secondary schools.

Seventy-four percent were from public secondary schools.

Forty-three new freshmen had graduated from high school in three years.

355 were men (35%), and 662 were women (65%).

45% were from Charleston County, 42% from the rest of South Carolina, and the remainder were from 59 other states and foreign countries.

Approximately 7% were black. This is a qualified statement since many applicants do not provide us with race information prior to admission decisions being made.

Financial Assistance and Veterans Affairs

The basic philosophy of the Financial Assistance Office is to provide the financial means needed by qualified students to attend the College of Charleston. Programs include federal financial aid through the Pell Grants, Supplemental Educational Opportunity Grants, National Direct Student Loan, Guaranteed Student Loan and College Work-Study. Veteran benefits are available through the Veteran's Affairs Office. Scholarships are available from endowed funds provided by the College of Charleston Foundation. In addition, many students receive awards from outside organizations. Approximately 2,100 students were assisted through this office totalling over \$2.1 million in financial aid funds.

Athletics

The College of Charleston's Intercollegiate Athletic Department continues to grow with enthusiasm and success. Men have the opportunity to participate in basketball, soccer, tennis, sailing and golf. The women participate in basketball, volleyball, tennis, swimming and sailing.

The sailing and golf programs received cooperation from the City of Charleston Municipal Marina and Patriots Point Golf Links, respectively. The on-campus tennis courts remain among the finest in the area.

Construction on the F. Mitchell Johnson Physical Education Center is scheduled to be completed in time for the opening of the 1982-83 academic year. The new facility, adjacent to the gymnasium constructed in 1939, will offer students, staff and faculty opportunities for increased participation in physical education, intercollegiate athletics, intramurals, club sports and open recreation. These opportunities will be further enhanced when proposed renovation of the present gymnasium is completed at a future date.

A source of pride for the College of Charleston is the outdoor recreation facility at Remleys Point in Mount Pleasant. Opened in Fall 1980, the facility has had a wide usage by students, faculty and staff, including intercollegiate soccer. Additional phase work will offer opportunities for expanded programs.

Print Shop

The College's Print Shop produced nearly all the College's printing needs during fiscal year 1981. The only work sent off campus for printing was that requiring full color, extremely large quantities, or a very short return time that could not be met under existing work loads. The Print Shop employs five full-time persons.

BUSINESS AFFAIRS

Accounting

The Controller's Office of the College of Charleston is responsible for maintaining, recording, and reporting of financial data pertaining to the computerized governmental accounting system.

General Accounting, Accounts Payable, Financial Aid, & Payroll are sections within the Controller's Office providing services within the institution.

A governmental fund accounting system is used to ensure restrictions and budgetary limitations and to provide accurate and timely financial data on all fund sources made available to the College.

The accounting system conforms to guidelines of the recently initiated Statewide Accounting and Reporting System.

Purchasing

Centralized purchasing and its related functions are conducted under an Assistant Vice President. While the number of purchase orders issued have remained static at the 6000 level, the associated administrative workload has taken a quantum leap ahead due to consolidation of requirements, increased processing through the State Purchasing Office and minute documentation of decisions under the Consolidated Procurement Code. Procurement actions previously accomplished by inexperienced workmen are now accomplished by a newly appointed buyer strictly dedicated to purchasing for the Physical Plant. Outfitting of major buildings and replacement of some aging equipment have further taxed our three full time buyers. Accomplishment of our MBE Utilization Plan Goals was satisfying and monetarily rewarding.

The Central Stores Branch provides immediate availability and consolidated buying advantages for some 600 high-use, general purpose items. Issues of \$171,000.00 have been made while maintaining an inventory of only \$118,000.00 with a stock return of 1.5. This represents a 20% increase in both dollars and line item count.

Some 90% of all purchase action receipts are documented through our Central Receiving Branch thus strengthening control over material acquisitions and assuring tighter control over the invoice payment certification process.

Acquisition, redistribution and inventory of 18,000 items of portable plant property valued at \$5,500,000.00 is facilitated by use of a computerized Plant Property Inventory System. Plans were formalized to adopt the USC computerized plant property inventory system during FY 82-83.

Significant effort is expended in documenting and disposing of surplus and scrap state property under the existing disposal process. Dollar return is certainly not proportionate to effort expended.

Auxiliary Enterprises

Auxiliary Enterprises encompasses the managerial and operational responsibilities of the Bookstore, Campus Shop, Snack Bar, Cafeteria, Vending Machines, and the business management function for all residence halls and sorority, fraternity and faculty housing. These areas of operations are financially self-supporting.

Snack Bar

The Snack Bar provides students, faculty, and staff with a convenient self-service, fast food operation and general meeting place. It is operated by a contractor, ARA Services.

Cafeteria

The Cafeteria is also operated by ARA Services. Daily meals are prepared and catering for special functions on and off the campus is available. The Cafeteria also provides daily luncheon meals for the College of Charleston Club and the Early Childhood Development Center.

Student and Faculty Housing

This year the College of Charleston housed 1,607 students in 34 permanent and 15 temporary facilities. A wide variety of living quarters ranging from conventional dormitory multi-story housing to houses much like one would find anywhere in the City of Charleston are available. Nine houses owned by the College are leased to members of the faculty and staff.

Bookstore and Campus Shop

The sales volume of textbooks and other merchandise increased 14% during fiscal year 1981-82. Total sales in the Bookstore and Campus Shop were \$941,081.

FINANCIAL REPORT

FISCAL YEAR ENDING JUNE 30, 1982

Operating Funds:

Educational and General Revenue

State Appropriation	\$10,931,143
Student Fees	4,215,674
Other Revenue	304,514
Balance June 30, 1981	\$762,954
Balance June 30, 1982	<u>47,233</u>

Total Educational and General Revenue	\$16,167,052
Auxiliary Enterprises (net expended)	3,543,514
Student Aid (net expended)	1,213,031
Student Activities (net expended)	233,410
Sponsored Instructional & Research (net expended)	<u>968,477</u>
Total Operating Revenues	<u>\$22,125,484</u>

Expenditures:

Educational and General Revenue

Instruction	\$ 8,400,223
Research	44,906
Academic Support and Library	970,084
Student Services	964,260
Institutional Support	2,601,881
Operation and Maintenance	<u>3,185,698</u>

Total Educational and General	\$16,167,052
Auxiliary Enterprises	3,543,514
Student Aid	1,213,031
Student Activities	233,410
Sponsored Instructional and Research	<u>968,477</u>
Total Operating Expenses	<u>\$22,125,484</u>

Capital Improvement Expenditures	<u>\$ 4,429,287</u>
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STATISTICS

	<i>Fall 1978</i>	<i>Fall 1979</i>	<i>Fall 1980</i>	<i>Fall 1981</i>
Total Enrollment				
Head Count	5,164	5,033	5,227	5,136
Full Time Equivalent (based on 15 credit hours for undergraduate and 12 credit hours for graduate students)	4,156	4,055	4,214	4,233
Percent Increase/(Decrease) in Head Count	-0.6%	-2.5%	+3.9%	-1.7%
Percent Increase/(Decrease) in FTE	-2.5%	-2.4%	+3.9%	+0.5%
Enrollment by Type of Student				
Degree Candidates	3,899	3,844	4,005	4,073
Nursing	234	169	89	101
Allied Health	7	20	2	1
Evening	664	581	633	604
Community Service	131	97	138	152
Graduate	229	322	360	205
Enrollment by Class				
Freshmen	1,400	1,415	1,444	1,571
Sophomores	1,174	1,121	1,156	1,172
Juniors	662	675	667	636
Seniors	663	633	738	694
Graduate	229	322	360	205
Others	1,036	867	862	858
Enrollment by Sex				
Male: Part Time	512	471	524	459
Full Time	1,513	1,425	1,508	1,450
Total	2,025	1,896	2,032	1,909
Female: Part Time	1,023	1,012	1,043	969
Full Time	2,116	2,125	2,152	2,258
Total	3,139	3,137	3,195	3,227
Female as a Percent of Total Head Count	60%	62%	61%	63%
Male as a Percent of Total Head Count	40%	38%	39%	37%
Student Characteristics				
Full Time: White	3,460	3,376	3,466	3,476
Black	169	174	194	232
Part Time: White	1,439	1,377	1,429	1,318
Black	96	106	138	110
State Residents	4,923	4,779	4,933	4,705
Out-of-State or Nonresidents	241	254	294	431
State Residents as a Percent of Head Count	95%	95%	94%	92%
Faculty Characteristics				
Professors	22	25	24	24
Associate Professors	66	82	90	95
Assistant Professors	85	78	67	57
Other	22	26	23	35
Percent with terminal degrees	75%	84%	81%	83%
Course Offerings	949	966	1,013	1,013
Credit Hours Generated	62,089	60,467	62,848	63,237
Average Weekly Scheduled Teaching Hours	14.01	13.2	13.6	13.0
Average Class Size	27.7	25.9	26.7	24.8

	<i>Fall</i> 1978	<i>Fall</i> 1979	<i>Fall</i> 1980	<i>Fall</i> 1981
<i>FTE Students to FTE Faculty Ratio</i>				
FTE Student	4,156	4,055	4,214	4,233
FTE Faculty	195.66	217.08	210.23	220.13
Ratio	21.2:1	18.7:1	20.0:1	19.2:1

Average Salaries of Instructional Faculty

Professor	\$21,471	\$23,295	\$25,722	\$27,705
Associate Professor	\$18,507	\$20,755	\$22,438	\$24,111
Assistant Professor	\$16,069	\$17,479	\$18,363	\$19,634

